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ABSTRACT

Offering an overview of the adult education program of Quitman County, Mississippi and its development from 1967 to 1969, the report reviews the history of the community-based project, community problems, resident participation, and project objectives. Begun in 1967 as a volunteer program in adult education for the poor of that rural Delta region, the program grew and ultimately became a Federally sponsored project with eight continuing education centers. Those served by the program were 63 percent black, most with annual incomes of less than $1000 per year, and functionally illiterate. Through the Community Extension Service, an outgrowth of Mary Holmes Junior College commitment to community service, the Quitman Project grew into a more formalized and regulated program. In the appendix, a progress report submitted to Mary Holmes Junior College describes a curriculum workshop, preservice teacher training, experimental activities, and a project evaluation. Samples of student and teacher generated materials conclude the document. (MW)

ED101062

QUITMAN COUNTY CENTER FOR LEARNING

AND

EDUCATION DEVELOPMENT, INC.

FINAL REPORT

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FISCAL 1969

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HISTORY

In early 1967 an informal association of the poor in Quitman County initiated a volunteer program in adult education. Teachers were selected from among the young people in the county for their interest and willingness to serve; only higher reading skills distinguished them from their students. Teaching materials were improvised; many were basal readers discarded by the local public schools. Within a few months time, this project succeeded in opening eight centers serving nearly 700 adults. To our knowledge no other county in the Deep South except Quitman -- has successfully organized and operated a volunteer program in adult basic education.

The impact of such a grant upon area as poor as Quitman County should be discussed in some detail. Unfortunately, there is a tendency among many people concerned with the problems of the poor to regard federal funds as a simple solution to poverty. The experience of the current project makes it difficult to share this view; for the transition to a federally sponsored project has not been easy for the Quitman county communities. The reasons for this can be easily

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understood. During the volunteer period any interested adults could join the project as trainee, teacher, or administrator. Enrollment and participation were unlimited. With the receipt of a federal grant, the same individuals who had been most instrumental in building a cohesive volunteer program were informed of the need to establish "objective" criteria for the recruitment and selection of students and staff. While many could continue to teach, less than thirty teachers would be paid; while more could continue to learn, only 400 adults would receive stipends for attending classes. Like most so-called "underdeveloped" societies, Quitman County is characterized by personalistic, particular modes of operation in which kinship, common sub-group membership, etc., are virtually the sole criteria for judging others. This pattern is functional in a small, undifferentiated society, but a complex society requires a more universal, impersonal approach in which there are objective means of evaluating what a person does rather than who he is. A particularistic style makes it extremely difficult to define basic operational procedures in order to determine, for example, minimum standards of teacher performance, or criteria for recruitment of those adults who are most in need of training. When this problem is compounded by having

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to make objective choices which will mean the difference between near starvation for some, and the first taste of dignity and an adequate income for others, the effect of such a grant can only be divisive.

This problem, then, points to the most basic training requirement in a community-based project: people must be permitted to grow into positions which demand organizational objectivity and responsibility, rather than have those responsibilities thrust upon them. The history of the Quitman County literacy project's Board of Directors during the past year illustrates the attempts which have been made to provide this training, and is a graphic demonstration of the need for further training.

The Board of Directors was organized by petition soon after the first grant was approved. The Board has six members, each representing different areas in the county, and has been meeting since mid-summer 1968. As part of its early commitment to provide in-kind contributions to the Quitman County project, Mississippi Action For Community Education instituted a leadership training program for the Board of Directors.

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Board members have thus far received twelve hours of instruction in seminar sessions as part of their regular bi-monthly meetings. The content of this instruction includes such topics as parliamentary procedure, lines of communication, development of reporting systems, and techniques of community problem analysis. The importance of this training cannot be underestimated if the governing body of such a program is constituted of people whose decision-making attitudes have traditionally been subjective and individual, rather than objective and group-oriented.

Central staff has been hired and is involved in compiling a research library and developing teacher-training materials (160 hours of which have already been prepared for the first four-week training workshop). A Certified Public Accountant has been retained to develop fiscal procedures for the project. Guideline for organizing governing boards, recruiting staff and students, and maintaining fiscal responsibility have been established. Sites for eight centers have been selected, and priorities for phasing opening of these centers have been set. The difficulties in making these decisions should be clear from the preceding discussion, because defining "greastest need" is almost impossible when each area's need is all too evident.

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II. STATISTICAL PROBLEMS

Quitman County is located in the rural section of the region of Mississippi called the Delta. Of its total population of 20,900, 63% is Negro with an average of 51 people per square mile, ranking it 37th in population density in the 82 counties of Mississippi. As with other Delta counties, Quitman County represents a region whose characteristics typically produce a high degree of illiteracy. The Mississippi Delta is economically depressed, lacks technical facilities, and has cultural and dialect, as well as geographic boundaries.

The average income in 1962 for non-white families was $962 per annum, as compared with a national average income of $2,367 which placed Quitman County in the 97th percentile of all counties in the nation. Moreover, those families with annual incomes below $1,000 showed a negative gain of 54% in the ten-year period between 1949-59 as compared to incomes in the rest of the states. Out of a total of 4,020 families surveyed in 1966, 1,794 or 44.6% were poor by the Social Security Administration Poverty Cutoff.

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With automated farming and the passage of minimum wage laws, the plight of the Delta Negro has become increasingly severe. The plantation system though itself based on the systematic exploitation and permanent indebtness of its tenant families, nevertheless, guaranteed at least seasonsl employment and an annual income of a few hundred dollars. Today, most of the plantation shacks which line the highways of Quitman County are empty; the families who lived there, often for more than a generation, have been told there is no more work. For many, leaving the plantation means migration to the cities of the North. Between 1950 and 1960, the total population of Quitman County decreased by 18.8%. Given a normal rate of population growth, this figure means that there has been a net migration of 43.5% only two other counties in the Mississippi Delta, Panola and Tallahatchie, have had a higher rural loss.

For other plantation families for who roots are too deep and community ties too strong, to remain in the county means to move to one of its few small towns. Here, the lack of opportunity for employment and the scarcity of housing produces even greater hardship. On streets on the outskirts of the Negro

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community in Marks, one of the larger towns in Quitman, many families occupy shacks the size of chicken coops, without electricity or running water, and with only a wood stove for heat. According to standards set by the U.S. Census Bureau, more than three-fourths of the housing in the county is sub-standard. As of 1960, only two companies in the county hired more than 100 people, and 73% of the county's labor force was unemployed. A student in one of the Quitman County Centers (Silent Grove Center) describes Marks in this way:

> Marks, Mississippi, is one of the poorest towns in the world, and every day we are trying to improve our town. But on some of the streets we need better homes to live in and we need indoor toilets to our homes. We need ditches on our streets, where I live so that water can drain off our yard into the ditch. We need lights on our streets so we can see at night. We need a truck to come and pick up our trash every morning.
>
> by Mrs. Dorothy Franklin

No one in the county fares well in education. Median achievement is 6.7 grades, 37.3% of the total population completed less than fifth grade, and only 15.5% finished high school. The Mississippi Department of Education's efforts at adult education have been insufficient. According to figures released to the Department of Health, Education and Welfare by Mr. E.P. Sylvester, Coordinator of Adult Education programs in Mississippi, 5,981 people in Quitman County require such training. Only

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136 people were enrolled in the state system in 1968, and to that year only 535 had received training from similar programs.

It is not surprising that the county is becoming increasingly populated by only the very young and the very old. As potential talent and leadership are lost, so to is the likelihood of reaching viable solutions to the county's problems. Indeed, many have charged that incumbent state officials are following a deliberate, and effective strategy of depleting the Negro population in the state in response to the increasing exercise of political rights. These conditions led one observer of the Delta to comment: "Mississippi's biggest export is not cotton, it is Negroes moving North." Unless this pattern is reversed, through programs which offer young people an opportunity to develop their skills and to act in positions of responsibility, conditions in Quitman County are likely to worsen.

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III. RESIDENT PARTICIPATION:

Mary Holmes College, Grantee and the Board of National Missions have always had a commitment to the struggle for equality and justice in Mississippi. The Community Extension Service of which we are a part is an outgrowth of that commitment, by which the college seeks to move out into the total community which it serves and through which its own campus-based curriculum relevant to the total poor community.

At present, the Extension Program consists of the Community Education Extension, a HeadStart Program for 14 counties, the Quitman Centers For Learning (an Adult Basic Education Program funded by the U. S. Office of Education), Mississippi Fish Equity, Inc., the Mississippi Institute For Childhood Education, the Clay County Development Program, and the Northwest Mississippi Rural Legal Services.

Through regular meetings of the program directors and through the college extension office, unified and joint efforts of evaluating poverty is created.

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All components furnish their expertise to the other and Legal Services support all in their highly technical field. Truly, "the right knows what the left is doing" and gives support.

The Quitman Project, a component of Mary Holmes College, have been delegated the authority to operate its community-based schools, with its watch activities being approving reports, proposals, periodic audits of its financial system. Its Board of Directors in reality is an advisory board, however, the most powerful in the nation.

The Board was elected democratically (as written not as practiced in our country) by each of the eight learning centers. Also each center elected an advisory committee to represent their individual problems. Board meetings are held monthly with Executive and Personnel Committees making numerous recommendations. Board Training Seminar was held in Sardis and Greenwood Mississippi as stated in the approved program.

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The report of the Instructional Department can be documented from May 12, 1969, when the present Instructional Staff was hired. Earlier in the program year due to poor organization and leadership the department found itself in somewhat of a dilemma. However, this has been forestated in the Special Report Submitted To: Mary Holmes Junior College. (See Appendix) Apparently little progress took place in this department from the date of that report until May, 1969.

From observations of the Instructional Department of the Quitman County Center for Learning and Education Development, the present Instructional Staff felt several changes should be made immediately, since one of our major objectives is to try to collect more meaningful reading material it was also felt the most pressing problem was that of collecting material and organizing that material which had already been colected. The former Director of Teacher Training and Curriculum Development had collected some material, however, this material had not been compiled and was lying loosely around the office, thus allowing much of the material to be lost. As a result of compiling Samplings Of Student and Teacher Generated Materials, (See Enclosure) we have found that some literature of considerable worth can be collected

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from semi-literate students. Many of our students' papers express valuable material on their life, styles, and events. They are often written in a smooth easy-to-read style that with little or no editing can serve as high-interest reading material of an adult nature. For students of the Rural South, no such material exists. It is hoped that some of the materials collected, compiled, and edited by this project will fill that gap. We have also found that Samplings of Student and Teacher Generated Material has served as a great motivative device.

On June 13, 1969, the first issue of "Soul of The Centers," an Adult Basic Education Newsletter, was printed. The contents of the Newsletter is mainly a product of the students' abilities. They actually wrote the majority of the Newsletter with very little advice or help from the staff. It was our hopes that the Newsletter would serve as a motivative device for our students as well as inform other about our project in Quitman County. It served both purposes, and since the opening of our centers for the New Program Year, we have printed two more issues and anticipate monthly publications. (See Appendix) Monthly movies also serve as motivators and monotony-breakers.

Although our project's objective is to bring adult students to a level slightly above 8th grade, we found that many educationally mature adults in our program,

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students as well as teachers, for one reason or another, who had not had the opportunity to complete the formal requirements for a high school diploma, had through reading, self-directed study, the pratical experiences of life, or our project????had reached a level of educational competence normally required for high school graduation. After having been requested by the students and after having given considerable contemplation it was felt that a means should be issued. This credential would be the General Education Development Diploma. For financial reasons and convenience to the students, the Quitman County Center for Learning neogotiated with Coahoma Junior College, Clarksdale, Mississippi, to use Marks as the testing center. The test was administered September 8,12, 1969. Eight per cent (8%) of the people being tested passed the examination and now have high school equivalency diplomas. These students were referred to the few jobs throughout the County. As an overall achievement report of the Quitman County Center for Learning, Dr. George Akers, independent evaluator, points out the following:

> Fifty eight (58) individuals in the program achieved more than 1.1 grades, fifty six (56) achieved from 0.6-1.0, and seventy nine (79) achieved from 0.1-0.5 grade levels. In other words, of the two hundred sixty six (266) persons who were retained in the program, one hundred ninety three (193) approxi-

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mately seventy five (75) per cent of the students recieved positive benefits from the program in terms of grade level advancement alone.

Prior to the opening of the centers for the new program year a two-week teacher-training session was held August 18-29, 1969. Teachers were assigned classes and officially opened September 15, 1969. At present, the Instructional Staff is composed of five Supervisory Teachers and twenty Teachers. This creates an average teacher-student ratio of 1:10. At the onset of last year's program, a great deal of recruitment was not necessary, however, because we had decided that if at all possible we would try to increase our male enrollment, recruitment was necessary. Teachers aided the Counseling Department in the recruitment of students. Able Tests, Harcourt, Brace and World, are being used to aid in an overall evaluation.

Considering many unexplainable occurences in our independent evaluation conducted by Dr. George Akers of Florida State University, we decided to conduct an experiment within an experimental program in quest of osme explanations for these occurences.

During our experiment some of our learning centers will use only regular published adult education material whereas others will use teacher-made material and student generated material. Some will use grouping arrangements and others will not.

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OBJECTIVES:

The purposes of this experiment are:

1. To try to determine if teacher-made material was reason for some of the centers advancing so many grade levels.

2. To try to determine the pros and cons of rigid grouping arrangements. It is understood that the grouping method is a pratice that has long been employed by some public school systems and perhaps could have been the cause of adult droupouts in our school or earlier in the adult life in public school.

The in-service training sessions for teachers of the Quitman County Center for Learning are conducted once a week from three to four hours. This training provides an opportunity for teachers to meet and discuss methods and techniques for teaching our adult classes. The in-service training sessions also provide the opportunity for the teachers to show their expertise in certain areas that are beneficial to all the teachers and staff as well. The training sessions are not restricted to the Quitman County Adult Project, but have had contact with other projects and Adult Basic Education conferences throughout the state. We have had consultants from areas throughout the state and other states to come in and offer vaulable information that has been of great importance to our training sessions.

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We have contacted Dr. Don Seaman of Mississippi State University, Starksville, Mississippi, and Mrs. Catherine Mosley of Jackson State College, Jackson, Mississippi concerning the certification of our Adult Basic Education teachers.

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APPENDIX

I. SPECIAL REPORT SUBMITTED TO: MARY HOLMES JUNIOR COLLEGE

II. SOUL OF THE CENTERS---A.B.E. NEWSLETTERS - deleted

II. SAMPLINGS OF STUDENT AND TEACHER GENERATED MATERIAL

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November 19-November 22, 1968. "Start-up Time"

A four day workshop was organized under the direction of Mr. Herbert Boone for the purpose of structuring the curriculum. The persons involved in this workshop were professional core staff, representatives of consultant firms, program writer, members of the county board of the program, staff from the volunteer school in the county and other related consultants. Due to poor organization and planning , the workshop was not able to concretely establish and determine priorities of subject matter for the program. Key personnel (associate director and deputy director) had not been hired as of workshop. Important administrative details had not been worked out, thereby taking focus of workshop from programmatic aspect to administrative problems of personnel plans, job descriptions, etc.

Core staff concentrated its efforts for the next two weeks on the development of a curriculum structured around the desires of the county board and staff from volunteer centers in Quitman County. In the volunteer schools that operated throughout 1967-68, information on the goods and services and political life of the county was the most requested information. Because the low availability of employment

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in the area it was felt that a major portion of the curriculum would deal with goods and services, their benefits, eligibility requirements, etc. It was decided that given the nature of this program, the handling of electoral politics would be an extremely ticklish subject so that subject was ommitted entirely.

The curriculum, as finalized and approved by the director and board is included as Item I of the appendix of the report. This information, however, is to be integrated thoroughly with the development of academic skills. This is structured to allow for a smooth transition into vocational training. At present there are no economic ventures in the county or nearby vicinity for which students could be oriented towards receiving pre-occupational training. Therefore the approach to academic skills will be wide enough to provide students with a basic knowledge the communicative and computational skills to serve as a foundation for most form occupational training.

A six weeks training period was established to acquaint teachers with the program, curriculum, and methods. This training program was scheduled originally to begin on December 6, 1968. But before the training program could begin, some forethought had to be given to a criteria for instructional

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personnel based upon the goals of the program as outlined in the proposal, a means of recruitment and a approach to teacher-training. It was decided unanimously that instructional staff would be recruited from within Quitman County. However, under the direction of Mr. Boone instructional staff was hired from out-of-the county, as far away as New Jersey, owing to an Ad placed by him on local New York radio stations. Somehow, the Ad has gotton out of control of one of the stations, and is periodically aired. The project as recently as January 23, 1969 received an inquiry as an effect of the radio announcement. A stepped-up recruitment was organized by the staff within the county. There is little of any form of structured organization in Quitman County, so notice was given in churches throughout the county, written notice to staff from the volunteer centers, and general canvassing.

Applicants were tested (basic skills test) and interviewed by at least three staff persons, giving notice especially to a person's ability to communicate, orally and graphically, creativity, self-reliance and participation in the volunteer program. Mr. Boone had originally planned to hold the training program at Mt. Beaulah Center, Edwards, Mississippi, approximately 150 miles away. This would have dis-

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qualified most applicants from Quitman County from instructional positions as the majority are heads of households and could not be away for so lengthy a period of time. The boards removal of Mr. Boone at this time however, allowed that the necessary change could be made so that the training program was then scheduled for Marks, Mississippi, December 16, 1968.

The primary goal of the pre service training was to equip nonprofessional personnel with the necessary skills and information for them to successfully form the instructional backbone of the program. The average age of teachers is 23. As teachers the average educational level is 12th grade

As teachers they would be required to:

1. plan for and teach adults
2. set up and maintain and educational environment for students
3. aid in development of new system of learning aimed at rural disadvantaged
4. aid in the recruitment of students
5. keep administrative reports and records

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Objective:

The training program sought to:

instill necessary self-confidence

acquaint with methods of teaching

acquaint with method of evaluating usefulness of methods and materials

instruct in collection of materials

instruct in development of materials

acquaint with methods of evaluating progress of students

acquaint with necessary administrative procedures (time sheet, roll)

equip with problem-solving methods and measures.

For this purpose, persons from Afro-American Resources, Inc. were used. Afro-American Resources, Inc. is an incorporated (District of Columbia, January, 1968) non-profit, educational firm specializing in educational and literary materials for disadvantaged people. It was felt that their experience in areas similar to Quitman County and in the development of educational materials for disadvantaged blacks in the rural south would provide professional resources sensitive to the people and problems of the area.

Included is a sketch of the training program, carried out by the core staff of the Quitman County Project and Afro-American Resources, Inc. (See Appendix)

Evaluation:

Because of the nature and set-up of the program, the emphasis on attitudes proved to be of great worth.

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Teachers are located in their home communities, thus they are already acquainted with most of their students. This framework of positive attitudes served to aid in destroying some of the predjudices they had towards different individuals because of their economic conditions, educational levels or personal differences in the past.

Teachers also grasped the concepts and methodology of planning. Academic skills of the teachers were upgraded considerably during this period, also.

More time will have to be alloted to methods of teaching reading. From recent classroom observation, this seems to be the area in which most teachers are still somewhat deficient. It is now planned that sufficient time will be alloted during inservice training periods to accommodate this problem.

Teachers were assigned classes and began testing of their students and set-up of classes on January 20, 1969. At present, instructional staff is composed of nineteen teachers and eight teacher-supervisors. This creates an average teacher-student ration of 1:16. The ideal situation in this setting would be to have a teacher-student ratio of 1:10. (To be corrected if program refunding allows) Teachers aided in the recruitment of students. At present there are 363 students enrolled in the eight centers around the county. The average age of the students

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is 42.6 years. The percentage of women is higher than that of male students. However, 85% of students enrolled are heads of households. Average grade level is approximately third grade. Able Tests, Harcourt, Brace and World, are being used to aid in an overall evaluation.

An experimental period was set up from January 27, 1969 through February 28, 1969. During this period no standardized materials are being utilized at all. Text books on language, mathematics and other related subjects can be utilized as rederence materials.

Objective:

The purpose of this period is to allow a maximum imput of teacher-student developed materials, at the same time forcing teachers to become extremely sensitive to a student's needs, desires, skills, etc.

Classroom lessons are planned on a weekly basis, with teacher composing lessons for students. Core staff review all lessons as to content, format, and sequence. This prevented also the total dependence on standardized materials that teachers (especially non-professional teachers) easily acquire. Once standardized materials are introduced into the classroom (based upon students' needs, levels) teachers will still be expected to supplement this material with their own compositions, thus individualizing lessons as much as possible to student's pace. Programmed instruction

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will be used with only the most advanced students. The impersonality of programmed instruction can be detrimental to the creation of self-confidence in the rural adult learner.

Evaluation:

Somewhat too early to be thoroughly conclusive. It has been decided that this approach is most effective for non-professional teachers. If a project has no plans of developing materials, experimental period need not be as lenghty as one month. This way, teacher understands the specific need of the student. Through in-service training teacher is acquainted with various standard materials available, and therby matches available material with students' need.

Of materials created during this trial period, the majority parallel standard systems in their approach to the academic skills.

However, it is felt from materials collected from semi-literate students that some literature of considerable worth will be collected by this project. Many of the student papers express valuable materials on their life, styles, and events. They are often written in a smooth, easy to read style that with little editing can serve as high interest reading material of an adult nature. For students of the rural south, no such material exists. It is hoped that the materials

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collected compiled and edited by this project will fill that gap.

Methods to be used:

Materials will be collected by candid tape recordings made of students in classroom recitation, by recorded and transcribed interviews of persons in Quitman County community as well as in centers. Stories written by students during this experimental phase are also included in the appendix. When experimental phase ends, an evaluation will be done, and classes will be supplied with materials based upon need. Collection, compilation and editing of student materials will continue. Some projected materials are being developed at the present time. They will be used from March through May, 1969. At the end of that time period, an evaluation will be done and materials will be revised and supplemented based on results of evaluation.

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This report is an attempt to show the progress and direction of the Counseling Department of Quitman County Center For Learning And Education Development.

The Counseling Department has concerned itself with many affairs of the people in Quitman County. We involved ourselves in such areas as welfare laws and rights, food stamp eligibility, free emergency food program, and fair hearings. This involvement was an attempt to organize the community in some meaningful way.

We feel that if the community can see and benefit from services we have rendered them in these areas that they will be more responsive to calls for greater participation in the political affairs of this county. It is necessary for us to build up the confidence of the members in the black community because so many times black people have been harmed, physically and mentally when trying to involve themselves in their rightful political affairs. Therefore, if they have concrete visual evidence that they have been helped in areas of welfare, food stamps, etc, by black people, it will be much easier to involve them in political affairs, plus more people will be willing to dare "mess in that stuff" because there will

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be a solid black power block backing them up.

Quitman County is ranked among the five poorest counties in the state of Mississippi. Available employment here includes: three industries: Pacific Builders, Riverside Industries, and Lambert Mill; the educational area; gin and domestic work. With a population of 21,000, Quitman County, cannot, with the job possibilities mentioned above satisfy the needs of its people. Especially when 63.1 per cent of those people are black.

In any county without enough jobs, people seek other avenues of aid. Possibly, the welfare program, the food stamp program or the security program.

Evidence that the present structure of the welfare and food stamp programs in Quitman County is not adequate in dealing with hunger and human needs that existshere. The welfare program doesn't give enough money for recipients to barely live on and certainly not enough to pay the high cost of the food stamps. In addition to this, the food stamp bonus that is given is not enough to obtain a nutritional diet.

This awareness led this department to seek other avenues of aid for the low-income families of Quitman County. Quitman County is presently, involved with four

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counties in Mississippi, Panola, Tallahatchie, Tunica and Grenada in a Free Emergency Food Program sponsored through Mid-State Opportunities. Althouth this program helps people pay for their food stamps, they still have to go to the local food stamp office for certification, where they are subjected to undue harassment and degration. We insist that poor black people should not have to be subjected to this kind of treatment just to get a few stamps, therefore the Counseling Department, along these lines has taken a two fold objective: To file for fair hearings and to document evidence to prove to the state and nation that the local agencies in Quitman County, especially Marks are not complying to state and national laws governing civil service workers.

Students have also begun to express their knowledge of the injustices they have encountered, plus voicing a knowledge of their rights. This is seen in a student generated story called "GOING TO THE WELFARE OFFICE" (see attachment).

Students and community members are also becoming increasingly aware of their political roles and are expressing desires to better their conditions. Examples of this new political awareness can be seen in the minutes taken at the last community meeting at the Lambert Center. (see attachment).

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CASE NO. _____

QUITMAN COUNTY DEPARTMENT OF PUBLIC WELFARE
MARKS, MISSISSIPPI

NOTICE OF CHANGE TO RECIPIENT

Mr. Jim Jones
542 Kimbro
Marks, Mississippi 38646

This is to let you know that beginning in the month of August, 19 69

Your welfare check will be $4.00 instead of $43.00.

Our reasons for coming to this decision are as follows:

Your check will be less because you and your wife have more income now.

If you have any questions about this decision, we will be glad to talk with you. Also, if at any time you are not satisfied with the decision made by this office, you have the right to appeal to the State Department and the right to ask for a fair hearing and for a decision by the State Welfare Board. If you decide to have this hearing, you may secure from us the forms you will need to ask for a hearing. Your request must be made 60 days from the time you receive this notice.

Sincerely yours,

7-30-69
Date

Annie A. Auke CAPA
County Welfare Agent

Note: This action was taken because of Educational Stipend of 10.00 Per Wk.
Sm Jones

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GOING TO WELFARE OFFICE

I went to the Welfare Office for help. I have four children and I make five. When I walked in I told the lady my troubles. She said have a seat. I did. My case worker came in and asked what I wanted. I told her. She said "What's your name"? I am Mrs. Dora Smith. I have four children and I make five. I need welfare. My baby is just two years old. The others are between 11 and 16 years old. My Husband is dead and I need help for my family. The lady asked how long has he been dead? Just four weeks? I am sorry I can't help you she said. Your husband has not been dead long enough. I sat there for a minute. I asked her if she was going to give me some help. She said no. Maybe you get some white person to help you. Mrs. Sally sykes, the lady who lives across the street from you has a store. That's who you trade with, I asked her again for help for my family. She asid no.

But I went back again. I carried a person with me, she said that she couldn't come in with me. The woman wrote down everything she said. Then she wanted to know what I was going to do. I said. I have a right

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to get Welfare. This is my witness and I am going to have a hearing about this problem. To welfare: My husband is dead and I have no job, no income. Then Mrs. Smith the welfare lady said I will write an application on you and you will get a check next month. We want to have a hearing. You will get your check for your family. I said thank you very much.

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EXPLANATORY NOTES:

The base prices quoted in this presentation (top row of figures across the tabulation sheet) are higher than our normal "basic package", because the buyer-prospect for whom this bid was prepared ordered additional items for this particular job, and all materials required to complete are included. This TVA project is for "lock and key" completion.

Our "basic package", standard one as itemized below, would be priced to you F.O.B. Marks factory at the following prices:

2 bedroom house	$2,767.98
3 bedroom house	2,894.49
4 bedroom house	3,433.21

Our "basic package" would include the following:

Exterior wall, shop-assembled Pacific Panels, 4' x 8' size, using 2" x 4" Douglas Fir studs 16" o.c., double top plate, headers at all window and door openings, 3-5/8" fiberglass installed between studs. Panel exterior is 3/8" roughsawn fir plywood, stained your choice of exterior color. Interior surface of panel is 1/4" prefinished Luan plywood paneling. (2) Painted 1" x 2" battens 4' o.c. (3) Aluminum single hung type windows, with prefinished trim. (4) Exterior doors are solid core prehung type, painted, all hardware and trim supplied. (5) Interior walls, shop-assembled Pacific Panels, thinwall type, 4' x 8' size, with 2" x 4" Douglas Fir studs 16" o.c. Interior walls are insulated with polystyrene slabs 1-1/2" thich. Interior wall covering is 1/4" prefinished Luan plywood paneling. (6) Interior doors are prefinished, prehung type hollow core, with required hardware and trim. (7) All required materials for 2" x 6" open stud plumbing wall. (8) Roof trusses, 2" x 4" Fink design, 24" o.c., length required by building span and load with 4/12 pitch. (9) Gable ends of roughsawn exterior grade fir plywood with aluminum louvers, as specified in plans. (10) Exterior grade 1/2" plywood roof sheathing. (11) Roofing felt, 15-lb. asphalt saturated. (12) Hardware required for erection of the above. Note: Panels are prebuilt and openings pre-cut for installation of electrical wiring, switches and outlets as specified in owner's plan.

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pacific buildings

November 21, 1969

Mr. Bobby M. James
515 Catching Street
Marks, Mississippi 38646

Dear Mr. James:

Replying to your earlier requests and in accordance with our several conversations on the subject, I am enclosing plans, specifications and other materials on three basic homes, in the two, three and four-bedroom sizes.

Note, in the package of prints bound together, that each of these three sizes are shown with three separate exterior treatments - brick veneer front, Masonite drop siding, or rough sawn fir exterior grade plywood. These variations, along with other design and trim embellishments, would enable you as the developer of a multiple housing project to avoid the monotonous row-house appearance in your subdivision.

Prices shown on the first line of the tabulation sheet are those just quoted last week on a major project, and could be considered firm prices for a period of thirty days from this date. The other figures shown for foundations, electrical, plumbing, etc., are not firm bids in your case; they are very close approximations that are subject to local quotations obtainable from sub-contractors in the area where the houses would be constructed. For purposes of planning and estimating, however, you may conclude that these prices are pretty darned close to actual at any time within the next few months. You realize, of course, that material price fluctuations require that we reserve this option to review our quotations.

Please let us know what we can do to serve you further in this matter.

Sincerely yours,

PACIFIC BUILDINGS

W. W. McMillan

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PACIFIC BUILDINGS SALES, INC. / MARKS, MISSISSIPPI 38646 / 601-326-8234 / 601-326-8104

FOUNDATION FOR COOPERATIVE HOUSING
1012 FOURTEENTH STREET, N.W. WASHINGTON, D.C. 20005
TELEPHONE 202 737-3411 CABLE FCHCO TELEX 440271

July 2, 1969

Mr. Bobby James
117 Vance Street
Batesville, Mississippi 38606

Dear Bobby:

I had hoped to be able to see you in Batesville this week, but I am afraid I will not be able to manage it until the latter part of July or early August.

I'll be in touch with you sometime after July 15th to let you know when I can come.

Sorry, but I just can't keep up with all the work that I am expected to do. I am sending a copy of this letter to our Regional Director in Atlanta on the chance that he can get to Mississippi to look at your sites before I can get around to it.

Sincerely yours,

Jac Wasserman
Housing Consultant

JW:mtc

cc. L. Albert Wilson

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HOWARD UNIVERSITY
WASHINGTON, D.C. 20001

MISSISSIPPI PROJECT

November 18, 1969

Mr. Bobby James, Director
Center for Learning and Ed. Development
515 Catching Street - P.O. Box 218
Marks, Mississippi 38646

Dear Mr. James:

Thanks for the copies of Soul A.B.E. Newsletter, as well as your letter. We are still on the job here trying to pull things together. Things still look very encouraging, however, we are at a standstill of a sort regarding the bus. United Auto Workers have now promised us a larger unit, therefore we are holding back on the necessary repairs to the bus until we find out if we can get this larger unit..

We have also planned a Mississippi fund-raising program. It was initially planned for December, but we thought that in order for it to have the impact we want February will be better for the total ideas. We certainly hope that the young people's choir, the one that Jimmy belongs, will be able to come up and participate in this and at that time we will be in touch with you.

Again, thanks for the material. We will let you know how things are going.

Sincerely yours,

Katus R. Blakey

Katus R. Blakey, Co-Project
Director - HUMP

KRB/pmh

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2.0 STATEMENT OF THE PROBLEM

Within the various communities of the Mississippi Delta Region there are many children who can be classified at least as slow learners or perhaps mentally retarded. Among younger children the classification as mentally retarded must be used with extreme caution. The term itself bears an inference that the child is somehow defective and should be shunned by the rest of the community. It is often felt that the child should be sent away - not so much for his own good as to please the rest of the community. This community rejection, whether in the school community and/or in the neighborhood, is felt by the child and his parents.

Accompanying and strongly contributing to this development of rejection is the anti social attitudes so often displayed by the child toward these around him. His difficulty in making the needed social adjustments results in further rejection by those around him which reinforces his socialization problem in an increasing problem cycle until, very often, his only "solution" is to escape by dropping out of school, directly or by inattention and excessive day dreaming withdrawal.

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The teacher, should she be aware of the serious problem developing - and this is not always the case, cannot cope with it in the traditional classroom environment as it is commonly known. The overwhelming size of classrooms (30 to 40 or more students) prohibits anything but the most superficial attention to the students. Teachers often, out of necessity, are forced to direct their attention to the larger "average" ability students and neglect both the rapid and the slow learner. The need for detailed personal attention of the slow learner especially goes unfilled. In fact his often accompanying anti social behavior earns adverse and hostile reactions by the overworked teacher making him more of a problem, often because to him adverse attention is better than no attention at all. Dropping out either effectively by giving up and just being there in school or by actually staying home becomes his solution. Effective as this is perhaps for the moment in removing him from an emotionally painful experience it is certainly disasterous in the longer run. Dropping out is especially easy as the State of Mississippi, unlike many other states, has a law that requires any student to drop out of school for the remainder of the school year once the student has been

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him from his unsatisfactory home environment and/or effecting curative chances in his home environment.

The children with socialization problems are all those intended to be helped by this demonstration project. They reflect all types and degrees of difficulty in a healthy adapting of themselves to their surroundings. These include difficulties in integrating changes in physical growth, knowledge, status relationship, as well as emotional development. For example poorer developed motor skills can lead to semi rejection. Poor significant adult examples can lead to socialization difficulties. Loss of father image can be a problem in many cases leading to becoming a "slow learner."

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FINAL REPORT SUBMITTED IN THREE PARTS

PART I. Summarization and Explanation of expenditures Occuring with inadequacies, excess funds and no appropriation at all

PART II. Explanation of how the funds were reporgrammed

PART III. Final Report on Expenditures, Reprogrammations and Balances at the end of August, 1969

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FINAL BUDGET REPORT - AUGUST 1968 - AUGUST 1969

The Quitman County Center for Learning and Educational Development was given a budget from August 20, 1968 to August, 1969 in order to operate, but after several months of operation the Finance Department of Quitman County Center for Learning and Educational Development found that the budget needed revising in order to fit the needs of the project. There were inadequacies in some categories and in others, there were no funds designated. In some areas funds were given but as I stated above, they were inadequate. For instance in Equipment Leases and Purchases we were given funds to Lease and Purchase Equipment, but due to the fact that the project anticipated on operating more than one year, we found it cheaper to Purchase the necessary equipment instead of leasing it over a period of time, therefore, we went over the original budget in this particular category.

Due to the fact we were late getting started, we had an excess of funds in the following categories:

1. Excessive funds in the following categories.
   A. Independent Evaluation.
   B. Excessive funds in 99% of the Employment position due to a five month late start-up for Q.C.C.L.E.D.
   C. Program Writers.
   D. Employment Benefits and Services.
2. Funds Appropriated for the following categories are inadequate: i.e. enough:
   A. Consultants *[1]

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B. Office Machines (Leases & Purchases) *[3]

C. Administrative fees *[1]

D. Communications *[1]

E. Cusodial Services *[2]

F. Central Office Supplies *

G. Educational Materials *

3. No Allowance for the following categories.*[4]

A. Office Furniture

B. Utilities - Central Office

C. Utilities - Centers

D. Maintenance Supplies

E. Food (Start up expense)

F. Publication & Printing

G. Data Processing Checks

H. Miscellaneous expense

Realizing a need for adequate funds in the above categories, Q.C.C.L.E.D. created accounts which are reflected in the General Ledger, Cash Disbursement Journal and on this budget revision.

Negative figures (c.) reflected in the balance of part III of this report reflect inadequacies in the budget. The word "None" in the actual appropriation colum of part III reflects No Allowances Appropriated, (-) although in order to operate efficiently, we found it necessary to program funds to these categories. These funds were taken from excess unused funds in Personnel, Educational Allowances, Employment Benefits and Independent Evaluator.

If you find our Budget revision justifiable, please notify Quitman

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County Center for Learning and Educational Development's Finance Office or the Project Director in writing. We will need an answer for our files for audit purposes.

*Inadequate funds but does not exceed total category.

*[1] Inadequate but within flexibility.

*[2] Wrong amount put in budget.

*[3] Inadequate because not enough funds designated

*[4] Funds were programmed from areas with excess funds on a percentage basis (See budget revision.)

*[5] The excess funds in part II under Appropriations revised according to need stems from the fact that we had some outstanding obligations in these areas at the end of August.

*[6] Approved in Budget revision from August, 1968 to May 30, 1969.

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REPROGRAMMATIONS

1. 2% of unused funds applicable to Educational Allowances and 1/3% of unused funds applicable to Personnel has been reprogrammed into Equipment-Lease and Purchases.

2. 6 2/3% of unused funds applicable to Employment Benefits has been reprogrammed into utilities for Centers.

3. 2/3% of unused funds applicable to Personnel has been reprogrammed into utilities for Central Office.

4. 2/3% of unused funds applicable to Educational Allowance has been reprogrammed into Maintenance Supplies.

5. 2% of unused funds applicable to Educational Allowance has been reprogrammed for food used during "Start-up-Time" Workshop.

6. 1/3% of unused funds applicable to Personnel has been reprogrammed into Publications and Printing.

7. 3 1/3% of unused funds applicable to Educational Allowance has been reprogrammed into Data Processing.

8. 2% of unused funds applicable to Educational Allowance has been reprogrammed into Miscellaneous Expense.

9. 8% of unused funds applicable to Personnel has been reprogrammed into office furniture.

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	ACTUAL APPROPRIATIONS	APPROPRIATIONS ACCORDING TO NEEDS	EXPENDITURE
1. Personnel			
a. Administration	104.737.00*9		50,153.63
b. Instructional	123,312.00*6		109,896.05
c. Consultants	10,000.00		10,119.90
2. Employment Benefits & Services	25,498.00		10,671.99
3. Travel	10,372.00		9,373.73
4. Communications	2,200.00		2,326.92
5. Supplies Reproduction & Duplicated materials	20,750.00		17,520.33
6. Equipment (Rental & Purchases)	4,931.74*6 4,300.00	6,046.20*5	5,963.41
7. Rental of Space (Central Office)	1,800.00		
8. Minor Remodeling of Space (Centers)	4,000.00	5,800.00	5,302.77
9. Custodal Services			Included i Th
10. Utilities for Centers	None	6 2/3% 988.40	960.77
11. Independent Evaluator	14,918.67		6,816.62
12. Custodial Supplies	672.00		195.8
13. Educational Allowance	204,000.00		159,359.97
14. Indirect Cost 4.75%	24,940.33		25,000.00
15. Direct Cost			
Accounts Receivable			312.00
Utilities for Central Office	None	443.32	363.5
Maintenance Supplies	None	297.60	239.4

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ATIONS	APPROPRIATIONS ACCORDING TO NEEDS	EXPENDITURES	WITHIN FLEXIBILITY	NOT WITHOUT FLEXIBILITY	BALANCE	
.00*9		50,153.63			54,583.37	
.00*8		109,896.05			13,415.95	
.00		10,119.90	X		19.90	c
.00		10,671.99			14,826.01	
.00		9,373.73			998.27	
.00		2,326.92	X		326.92	c
.00		17,520.33			3,229.67	
.74*6 .00	6,046.20*5	5,963.41		X	1,663.41	c
.00						
.00	5,800.00	5,302.77			497.23	
		Included in 7b				-
	6 2/3% 988.40	960.77			960.77	-
.67		6,816.62			8,102.05	
00		195.84			476.16	
.00		159,359.97			44,640.03	
.33		25,000.00	X		59.67	c
		312.00			312.00	c
	443.32	363.54			363.54	-
	297.60	239.46			239.46	-

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	ACTUAL APPROPRIATIONS	APPROPRIATIONS ACCORDING TO NEEDS	EXPENDITURES
Food	None	892.80	823.03
Publication & Printing	None	221.66	186.81
Data Processing Checks	None	1,488.00	1,461.49
Miscellaneous Expense	None	892.80	821.26
Petty Cash			25.00
Office Furniture	None	5,319.94	4,007.10
F.I.C.A.	-		784.62 c
Federal Withholding	-		1,722.86 c
State Withholding	-		81.99
Payroll account	-		.98
Insurance	-		30.00
BALANCES	551,500.00*9		419,462.11

*7 The amount 132,037.89 includes 55,000.00 (10%) held by HEW and 77,037.89 was balance at the end o

*8 This amount includes 4,752.00 custodial services.

*9 This amount includes 1,500.00 in In-kind contributions - Non Federal - Cash.

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L RIATIONS	APPROPRIATIONS ACCORDING TO NEEDS	EXPENDITURES	WITHIN FLEXIBILITY	NOT WITHOUT FLEXIBILITY	BALANCE
e	892.80	823.03			823.03 -
e	221.66	186.81			186.81 -
e	1,488.00	1,461.49			1,416.49-
e	892.80	821.26			821.26 -
		25.00			25.00 -
e	5,319.94	4,007.10			4,007.10 -
		784.62 c			784.62
		1,722.86 c			1,722.86
		81.99			81.99-
		.98			.98 -
		30.00			30.00 o
1,500.00*9		419,462.11			132.037.89

eld by HEW and 77,037.89 was balance at the end of August, 1969.

s.

butions - Non Federal - Cash.